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ABSTRACT

The evaluation criteria from the 1987 National Council for Accrediation of Teacher Education (NCATE) accreditation standards were used as the basis for the design of professional preparation programs. A series of models are shown, which progress from an overview model to eight more specific sub-models. The design is intended to be generic and can be applied to any professional specialization, although administrator preparation is used in the context of the design. Three sub-models show the components of the design of curriculum. Other sub-models include: (1) assessment (of students, learning, and program); (2) clinical experiences; (3) research training and experiences; (4) placement of graduates and follow-up development throughout their careers; and (5) differentiated faculty roles. The design incorporates a research component throughout all of the implementation phases. These models are intended as only the first stage of preparation program redesign. Each sub-model must be further developed into its more specific products. Finally, the course syllabi must be rewritten to reflect the design. (Author)

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NCATE INFLUENCES ON MODELING PREPARATION PROGRAMS

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Introduction

Systems have been described as "complex entities with their parts and interrelationships" (Miller, 1965, p. 337). Systems analysis is the process of breaking down a complex entity into its parts in order to analyze how well each functions. Then, systems synthesis is the redesign of the complex entity so that its parts function better. The modeling of complex systems has a long tradition of useful applications in studying organizations, work flow, and social or technical processes. Modeling of academic preparation programs for educational planners has been shown (Peseau, 1986).

Accreditation standards exercise a powerful influence on collegiate preparation program design. Academicians face the problem of integrating both the best of what they believe the preparation programs should be and the requirements set out in the accreditation standards. This paper shows how that might be done. In this example, the systems approach is used to show how preparation programs for educational administrators can be modeled.

NCATE Accreditation Standards

The new accreditation standards for Teacher Education (NCATE, 1988) require that the curriculum show evidence of

courses and clinical experiences, intended to produce outcomes that can be measured in relation to program purposes. Criteria for evidence of compliance include (1) the use of a model which relates purposes, processes, outcomes, and evaluation; (2) academic content derived from the knowledge bases and complementary general and professional studies; (3) evidence of the knowledge bases in course syllabi, instructional design, evaluation, and faculty and student participation in research; and (4) faculty involvement in the design, delivery, and evaluation of the curriculum.

The delivery of the curriculum focuses on integration of the best of knowledge and practice. Faculty should provide systematically varied models of instruction, and quality control is maintained over curriculum and teaching.

The general education dimension of the curriculum includes grounding in both the core disciplines and professional specializations. The professional dimension includes theory, methods of practice and inquiry, and clinical learning. Professional studies reflect a well-planned sequence of courses and experiences, including knowledge and skills relevant to practice in the field. Each course includes not only appropriate contributions from the knowledge base, but also methods and skills of applying those in the functions and behaviors typical of a practitioner in that specialization.

Those primary NCATE accreditation standards and their related criteria for showing evidence of compliance were

used as the targets for a systems approach to this preparation program design. The next section shows a series of ten models. The first two are general and overview models, and the other eight are sub-models of the program design and delivery.

Model of Preparation Program Design

The first figure shows an overview model at the core, and eight sub-models derived from it. Those sub-models include (1) the knowledge base, (2) administrative functions (3) operational practices, (4) assessment, (5) clinical, (6) research, (7) placement and development, and (8) faculty roles. The knowledge base provides the source for curriculum design, and the other seven sub-models derive from it. It should be emphasized that these are intended to be generic models, to show the processes by which

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academicians could design programs. While educational administration programs are used for this example, the models are generalizable and could be used for any Teacher Education (or other professional school) specialization.

The General Model

An overview model is shown at the core of the first figure. All other models, 1-8, are subcomponents of the overview model. The curriculum is based on knowledge, skills, and research contributions from the core academic disciplines and the applied sciences. In this particular example, the functions (sub-model 2) and operational practices (sub-model 3) of administrators also must be identified and integrated into the curriculum. Following that, the aspects of assessment, clinical experiences, research, placement and development, and faculty roles can be developed and distributed throughout the curriculum.

Overview Model

Four components make up the overview model: (1) the curriculum design, which includes contributions from the knowledge base and behaviors in practice; (2) diagnosis throughout the preparation program, from pre-entry though program completion, placement, and follow-up; (3) the training program which involves didactic, clinical, and research experiences; and (4) validation of graduates of the program--their assessment, placement, and follow-up. Eight sub-models emanate from these four components.

PROCESSES USED:

1 AND 2: META ANALYSIS & SYNTHESIS

3: TESTING, DIAGNOSIS, & PLANNING

4: CLASSROOM INSTRUCTION, RESEARCH PARTICIPATION, & FIELD-BASED EXPERIENCES

5: ASSESSMENT, MARKETING, & DEVELOPMENT

OVERVIEW

Different processes are used for creating the components of the overview model. Curriculum design uses the processes of meta-analysis and synthesis. From the massive knowledge bases, essential ideas and concepts are identified and related in scope and sequence. Diagnosis (primarily of students in the program) uses testing, observation, evaluation, and remediation processes. The training component includes classroom instruction, research participation, and field-based experience processes. Validation processes are intended to provide employers

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assurance that graduates will perform effectively. This component uses assessment at several points throughout the preparation program, and during marketing, placement, and follow-up for an extended time throughout the graduates' career.

Knowledge Base for Administrator Preparation

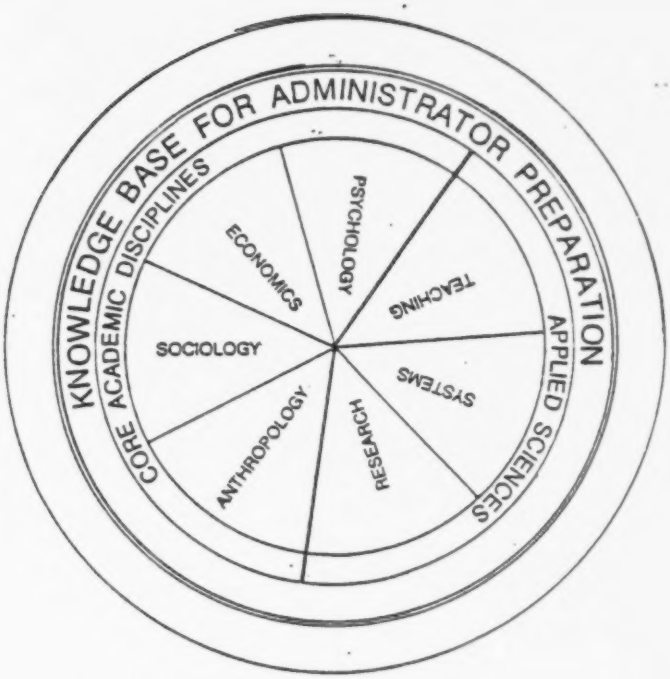
Depending upon the preparation program being planned, the relevant core academic disciplines and applied sciences must be identified. Both the core disciplines and applied sciences provide a structure of knowledge, concepts, and research evidence which is derived from theory and practice. The core disciplines contribute the building blocks of understanding and are the foundation for other, more complex and specialized aspects of the preparation program; the latter are derived from the applied sciences. The applied sciences focus on competencies and behaviors which professionals in the specialization are expected to perform. These, combined with the individual attributes and capabilities of the individual as practitioner, contribute to one's effectiveness in roles.

The preparation program transmits and shares essential understandings to assist the learner in functioning in complex environments, apply and extend learnings, and internalize a body of information which can be applied to one's work. These also become the objects for evaluation of how well the program has organized and developed knowledge, and how well these have contributed to improved competencies

and skills needed by the person in professional roles. Evaluation assesses how well the person has learned; how well it was interpreted and can be applied; and how well the knowledge has influenced the learner's ability to perform in expected roles.

The processes used in selecting and fitting relevant aspects from the core academic disciplines and applied sciences to a curriculum include: (1) identifying appropriate core disciplines and applied sciences; (2) screening those to select the most relevant ideas, concepts, and research evidence; (3) organizing that selected content into a scope of topical areas with their interrelationships, and hierarchical sequences from general to specific; (4) deciding on the methods by which the content will be transmitted and shared, whether by didactic, clinical, independent, or experiential modes; (5) exploring alternative ways of packaging and delivering the program content; and (6) at least initially, some ideas about how both the delivery and learning might be evaluated.

For the purposes of this example, the most relevant core academic disciplines are suggested as anthropology, sociology, economics, and psychology. The primary applied sciences are teaching, systems, and research. Each of these should be developed into more specific sub-models.



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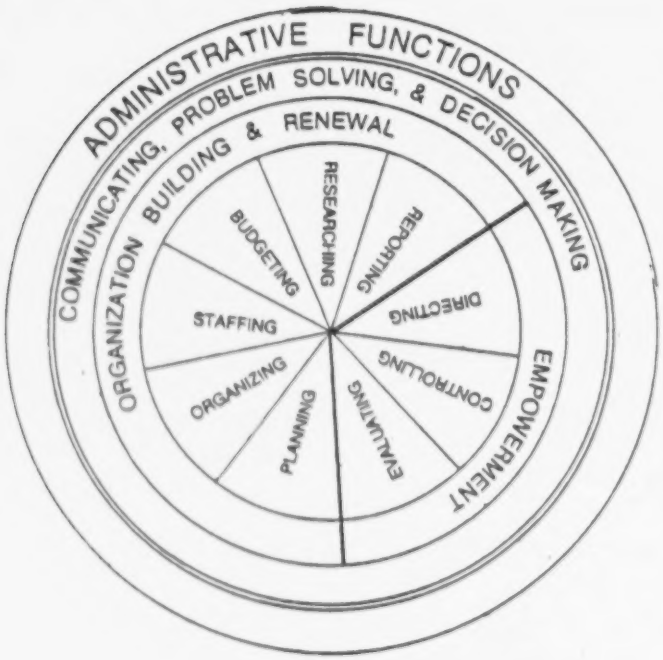
Administrative Functions

In addition to the content of the knowledge bases appropriate to a preparation program, major consideration in designing the curriculum must be given to the functions (sub-model 2) and more specific operational practices (sub-model 3) which educational administrators should have.

Communication, problem-solving, and decision-making are ongoing and continuous administrative functions (MacKenzie, 1969). Seven functions (planning, organizing, staffing, budgeting, researching, and reporting) are regrouped under the purpose of organization building and renewal. Three subsequent functions (directing, controlling, and evaluating) serve the purpose of empowerment of organization members. The preparation program can further break these



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functions down into more discrete activities, then identify in which courses these should be taught, and redesign courses to ensure that they are included.

Operational Practices of Administrators

The design of the curriculum begins with identifying and organizing relevant portions of the knowledge bases, then selecting those functions which graduates of the preparation program are expected to understand and apply in practice. Finally, the curriculum content also must include learnings at the more specific level of operational practices. Again, there are several practices which are

continuous and ongoing in the work of administrators: communicating, evaluating, solving problems, and making decisions. Twelve other operational activities are suggested in this sub-model. No apparent sequence of these is inferred; however, some may be sequential. They are carried out to a greater or lesser extent at various times in administering, managing, and leading the organization. These operational practices include (1) understanding concepts and knowledge; (2) translating knowledge into practice; (3) influencing school climate; (4) setting standards and expectations; (5) sharing responsibility; (6) developing and motivating others; (7) shaping the curriculum; (8) developing community relationships;

SOURCES:

CORE DISCIPLINES & COGNATE LITERATURE (1, 2, 3, 6, 7, 8, 10, 11, 12)

OBSERVATION & ANALYSIS (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

DATA GATHERING & RESEARCH (4, 6, 7, 8, 9, 10, 11, 12)

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(9) administering school operations; (10) managing time; (11) maintaining competence and self-renewal; and (12) contributing to the profession.

The content for the curriculum and ways of learning them can be found in three sources. Some of the operational practices can be found in the literature from the core disciplines and applied sciences. Observation and analysis are the most appropriate sources for planning curriculum and learning other practices. Still other practices can be identified and learned best by data gathering and research.

Assessment in Administrator Development

Following the identification and organization of knowledge, functions, and operational practices, the preparation program must also ensure that assessment, clinical experiences, and research learnings are integrated throughout the program design. The following three sub-models suggest how those three components might be done.

Assessment is done in three phases: (1) pre-entry activities, (2) assessment activities during the preparation program, and (3) as follow-up activities to assess the graduate's performance on-the-job. Prior to admission to the preparation program, a planned sequence of assessment should include pre-testing to seek information on the candidate's characteristics, knowledge, and behaviors. Also prior to admission, certain information about the candidate can be gathered from performance in laboratory

exercises. This information provides benchmark data and a candidate profile against which subsequent changes in learning and behaviors can be compared--during the program and upon its completion, and at several points in time while the graduate is in practice.

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Four categories of assessment should be done while the student is in the program: (1) measurement of learnings from didactic and clinical experiences; (2) follow-up testing to determine change and improvement in the students characteristics, knowledge, and behaviors as compared to the pre-entry measurements; (3) evaluation of the student's

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performance in the internship; and (4) a composite consensual evaluation which includes the judgments of faculty, peers, mentors, and the student's self-assessment.

Assessment of the individual also must be done on a continuing basis while the person is in service. Ideally, this should be done throughout the person's professional career. The purposes of assessment on-the-job are not only to generate comparative data which measures change over time, but also as the basis for remediation of weaknesses and a plan for professional development as conditions and demands on the practitioner change.

Note that the data generated from these various assessment activities contributes to a more scientific and longitudinal database which can be used for a rich variety of research purposes. In fact, the database can be the source of a planned, cooperative, continuing research agenda for program faculty and practitioners.

Pre-entry assessment activities can be done most appropriately in a laboratory setting. Assessment during the preparation program is provided from coursework, exams, and the faculty and mentors who work with the student. Follow-up assessment to measure performance on-the-job can be done by faculty, peers, and supervisors who work with the graduate, and by the candidate on a schedule of continuing self-evaluation and development.

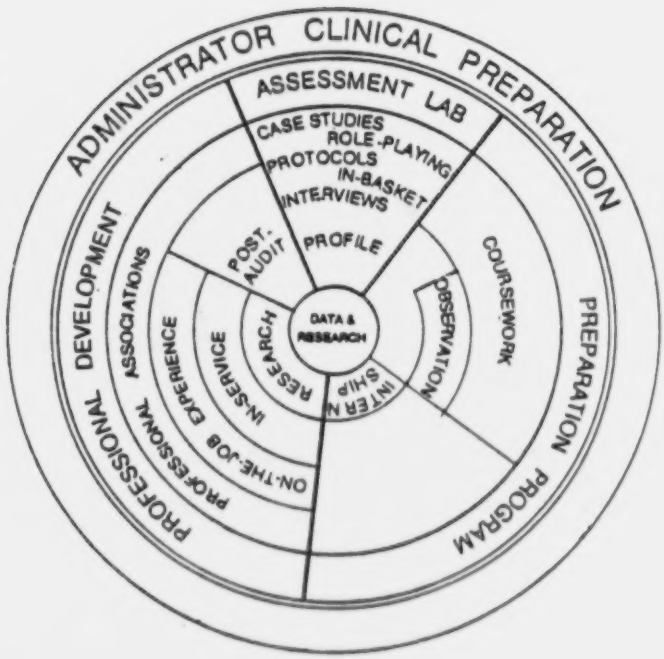
Administrator Clinical Preparation

Learnings and changes in behavior also should be integrated into the preparation program through clinical experiences. Again, these can be planned in three phases: (1) in an assessment lab, (2) during the preparation program, and (3) during the person's professional career.

Some of the possible clinical activities suggested can be done during the pre-entry phase, in the assessment lab. The expected product of these activities is a profile of the individual before beginning the preparation program.

During the program, clinical experiences can be incorporated in courses, as a planned sequence of observations, and as the culminating internship. As in the current preparation of undergraduate Teacher Education students, these clinical activities are increasingly more intensive.

A variety of forms of clinical learnings occur as the graduate works in the profession. Contacts with individuals and groups in professional associations is a major form of clinical learning. The person's experiences on-the-job are another important source. Planned in-service programs are another. The learnings which accrue to the individual from participation in continuing research activities are valuable clinical learnings. The expected product of these clinical experiences during the professional development phase should be a series of post-audits of the person's changes in



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knowledge, functions and skills, characteristics, and behaviors.

Again, the information gathered throughout the clinical activities contributes to a database from which numerous research activities can be developed.

Research in Administrator Development

Perhaps the most neglected aspect of administrator preparation programs is the development of skills and experiences in research. Again, research activities can be designed into the three phases of the program: pre-entry, during the program, and in the follow-up phase.

Research activities during the pre-entry phase are primarily on and about the candidate for the program.

Research skills and learnings are designed into four aspects of the preparation program, as part of (1) coursework and projects, (2) research design and statistics courses, (3) participation in collaborative research projects, and (4) the dissertation and articles derived from it.

Research learnings accrue from a variety of experiences while the person is on-the-job. These include cooperative research with colleagues, others in the profession, and former faculty. An agenda of independent research also may be part of the practitioner's career. Operations research projects which explore how the school and system are functioning should be included in every administrator's work. Finally, follow-up research should be done by preparation program faculty and the employer on the individual, to measure changes through time and identify

needs for continuing education. These are produced periodically to create comparative profiles of how the person changes through time, and are integrated into the database and used in the research agenda of the preparation program.

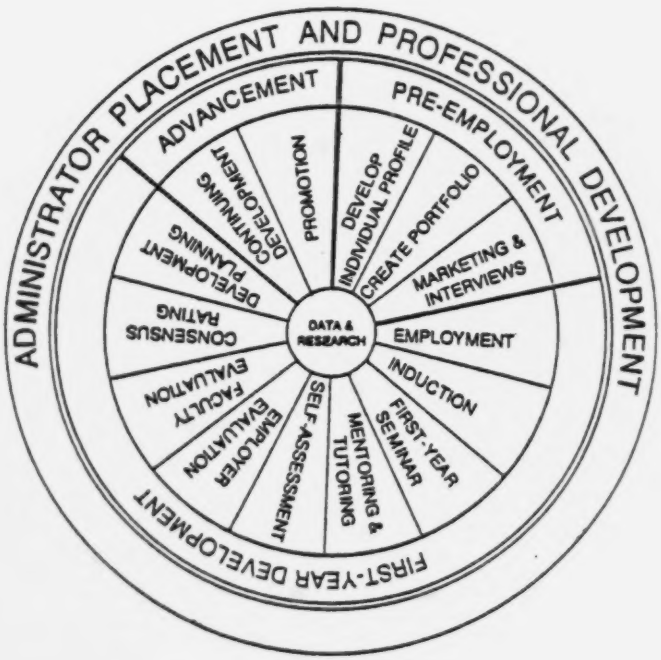
Placement and Professional Development

The marketing, placement, and continuing development of the graduate also is a generally neglected aspect of preparation programs. When these are intentionally designed into the program, they serve not only to maintain practitioner competence and improve performance, but also contribute to the program's reputation for quality and are therefore a source for recruiting better candidates for future cohorts.

Placement and professional development activities occur in three phases: (1) prior to employment, (2) during the first critical year on-the-job, and (3) throughout the individuals' careers as they progress in the profession. As the individual is completing the preparation program, a profile should be created which demonstrates changes in knowledge and behavior's learned. This is included with other evaluative material and descriptions of work experience to form a portfolio. Then, program faculty market the candidates and assist them in making contacts and scheduling interviews.

During the first important year on-the-job, the

preparation program faculty collaborate with the individual and employing agency to enhance the person's success. The employment and induction are done primarily by the system,



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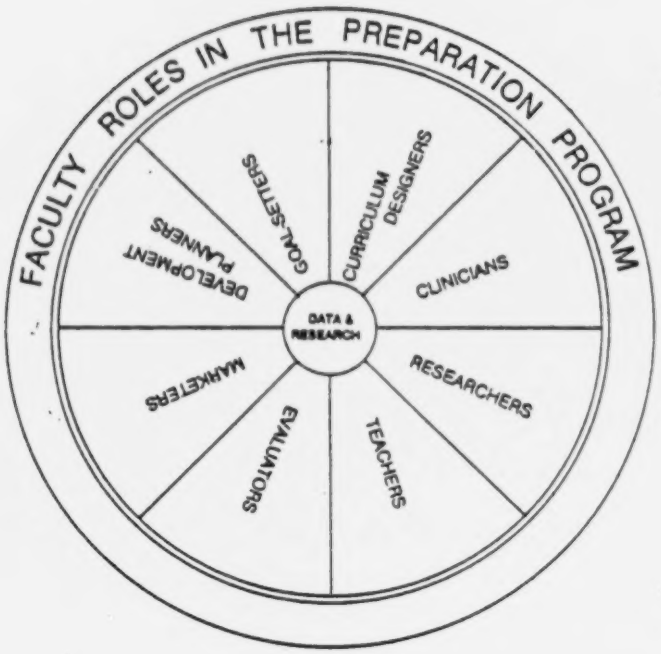
but program faculty also may be involved. A seminar which meets regularly throughout the first year focuses on problems and experiences reported by the individual, new developments and learnings, and issues reported by the employing system. Other individuals--both program faculty and more experienced practitioners--can be linked with the individual to serve as mentors and tutors in this first year. An overall, summary assessment of the person's first-year performance includes self-assessments, evaluations by the employer and program faculty, and a consensus rating by all those who contribute to the evaluation. That product



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is the basis for both short- and long-range planning for the individual's continuing development. Finally, program faculty serve as marketers to serve the individuals as they seek promotion in the profession.

Once more, the information which accrues from these placement and professional development activities becomes part of the database and the research agenda.

Faculty Roles in the Preparation Program

The components of these preparation program models suggest a much more diversified range of specializations for faculty and support personnel. While each faculty member would carry a primary teaching load assignment, other program-related specializations would be needed. Some faculty might specialize in the continuing process of

curriculum design and modernization. Others might refine skills in clinical supervision and assessment. The substantial database generated from a program design of this nature would offer many opportunities for conducting research--especially longitudinal studies on students and practitioners. Other specializations--as marketers, development planners, and goal-setters for career planning also seem appropriate.

Summary

The systems approach was used as the method for redesigning a preparation program congruent with the new NCATE accreditation standards. From an overview model, eight more specific sub-models were developed. The intent of this paper was to show how the process might be used generically for planning any professional preparation program. The curriculum for the program was designed first, then related components shown which must be part of the curriculum. Those related components included the administrative functions, operational practices, assessment, clinical experiences, and research. A model of placement and professional development activities and service are a logical extension of the formal preparation program. Finally, a model of faculty diversification was shown.

The models also provide program faculty with a framework with which the total scope and sequence of the curriculum can be explored. Once decisions are made about

the curriculum, then individual courses can be related to it and redesign made where necessary. Determinations of whether there should be a core coursework, or whether courses are sequential or independent are facilitated by the models and the more detailed work which derives from them.

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